

THE USE OF YOUTUBE ENGLISH EDUCATIONAL VIDEOS IN IMPROVING LISTENING COMPREHENSION

Hanna Theresia Rehulina Sembiring¹⁾, Caroline Victorine Katemba²⁾

¹⁾²⁾ Faculty of Teacher Training and Education

Universitas Advent Indonesia, Bandung

SUBMISSION TRACK	ABSTRACT
Submitted : 31 December 2022	This research aims to find out how students can use YouTube's educational English videos to enhance their listening skills. A Google Form online survey was used as the survey methodology for this quantitative research. The target population for this research is senior high school students taking English classes. Due to the application's beneficial effects on the student's hearing, the data analysis showed that the student can enhance their listening comprehension with YouTube's educational English videos. The results of this research suggest that watching English instruction videos on YouTube can improve students' listening comprehension. The results were supported by every student, who agreed that using YouTube to improve their listening comprehension could be helpful. This research is far from perfect and still has many flaws. The researcher therefore expects that another researcher will continue their study into how to use YouTube's application for English educational videos more effectively, especially in listening comprehension across a range of academic levels. The study's benefits and potential to help other researchers who want to look into a connected topic are also anticipated by the researcher.
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CORRESPONDENCE	
E-mail: Hannatheresia26@gmail.com	

Introduction

“Indonesian students often experience problems when learning English, because English differs from Bahasa Indonesia (the Indonesian language) in its structure, pronunciation, and vocabulary” (Katemba, 2019, p. 88). Further, it has become an issue in listening to spoken words. Taking in what is heard, breaking it down into verbal pieces, then applying meaning to mean thereafter is the process of listening (Sah & Shah, 2020; Saraswaty, 2018). According to Ekawati (2017), Students' oral or written replies to diverse readings or dialogues serve as evidence that they have learned to listen well. The most difficult ability for Indonesian pupils to master is listening. According to Hamid & Baharuddin in Naning, finding explicit or implied information while listening requires the ability to recognize sounds, comprehend sound components, and identify sounds. Four elements must be taken into account when hearing, (Naning Ma'rifatul Faiqoh, 2020: 223): (1) comprehend the conversation's overall meaning, (2) interact with it and interpret it, (3) assess and critique it, and (4) integrate the information with the experiences of those who participated in it. Golchi in Yulisa (2018) comprehend the conversation's overall meaning, (2) interact with it and interpret it, (3) assess and critique it, and (4) integrate the information with the experiences of those who participated in it. One of the most difficult English abilities, particularly for beginners, is listening (Cahyono, 2017). One of the more challenging aspects of learning English is listening, particularly for pupils who do not understand or recognize English. Listening will be more difficult if the conversation recording was made by a native speaker with a different accent and speaking pace. It will be more challenging to follow recordings created by native speakers with various accents and speaking rates. Hearing spoken words or listening to them is an action that involves listening (Lestari, J. A., 2019). Listening is also regarded as monotonous because the

majority of students are merely required to listen to the audio again in order to understand the information it offers. According to Hussaeni, H., et al. (2020) For language learners, listening is essential in addition to language proficiency because learning a language is a problem with recognition and productivity. One of the most crucial English language abilities is listening, which differs from other skills that must be mastered (Rizkan, A. M., et., 2019).

According to Novika, H., & Arbain, M.H. (2022) Recently, information and communication technology has advanced quickly and begun to permeate our daily life. According to BBC (2018), in Indonesia, Indonesian students used desktop computers at a rate that was second only to United States students worldwide (54%). In addition, 81% of students utilize computers to complete their assignments. According to this information, Indonesian students are particularly receptive to technology advancements. To follow this trend, teachers today employ online references. Teachers' motivation and the use of learning media in the classroom are critical. It will aid the teacher in the delivery of the material (Cunandar, 2020). Moreover, multimedia, in today's classrooms for EFL teaching and learning, game-based language learning has taken precedence (Katemba & Sinuhaji, 2021; Katemba, 2022), in addition to facilities, Indonesian schools require teachers who are not outdated in terms of being able to follow and use technology fluently, particularly in the classroom during teaching time (Katemba, 2020).

Importantly, the best resources for teaching English as a foreign language can be found on free websites, which English teachers can use quickly and effortlessly. Listening is one of the English skills that utilizes technology. Recently, technological advancements have made it possible to teach listening skills using both audio and audio-visual media, such as video. By the use of audio-visual technology, we can communicate while simultaneously seeing and hearing (Suwanto, 2017). The use of visual media will make classroom activities more effective because 83% of human learning takes place through the human sense of sight and only 11% through the human sense of hearing (Shafwati et al., 2021). Using videos to promote pupils' cognitive growth has been shown to be effective (Yasa, B. H. 2021). That study demonstrated the influence of YouTube videos on participants' listening abilities in research connected to the findings of earlier studies in the findings and review various textual references, including theories, beliefs, and research findings related to YouTube videos. Therefore, this research would find the different perspectives of high school students of their gender and their grade-level who use YouTube as a learning tool to improve their listening comprehension.

Digital media can assist pupils develop their listening abilities in the current world (Tan et al., 2020). According to Mustadi (Romadhon et al., 2021), learning media is a tool or intermediary that can assist students in choosing a lesson's objectives and learning objectives. Premana et al. (2021) stated that difficulties, constraints, and passive attitudes among students are overcome in the classroom through the usage of learning media. For this study, the researcher will only use one medium: Youtube. One of the most well-liked and alluring forms of media to pique learners' interest in studying is YouTube. YouTube is a great resource for real resources, especially for English lessons, which could inspire students to engage in instructive video interactions (Qomariyah, S., Permana, D., & Hidayatullah, H., 2021) As a teaching tool, YouTube videos can provide a variety of benefits. According to Chien, C. (2020) Anyone with Internet access can see and post

videos for free on the video sharing website YouTube. It offers excellent educational opportunities in addition to digital enjoyment (Srinivasacharlu, 2020). As a result, YouTube is a medium that has a big impact on how students learn to understand what others are saying. The biggest videos on the internet are available on this site. Students can identify each speaker's mimic and gesture during the video. YouTube can help kids learn new information and enhance their listening comprehension. Research on the use of YouTube videos in the learning of English as a foreign language has taken many different forms, one of which was conducted by Chia-ci et.al (2020) utilizing College EFL students' listening comprehension and memory improved because to the use of YouTube in the classroom. Learning will become more interesting and students will be motivated to participate more actively if YouTube is used to teach listening skills in the classroom. According to Kumar & Tammelin (2008) YouTube videos and other authentic resources on the Internet help motivate pupils to learn the language. Currently, young people frequently utilize YouTube to watch videos in their free time, particularly students. Teachers should be able to use it to demonstrate to students the appeal of utilizing using YouTube as a learning tool can help you get better at listening. Students' listening comprehension can be improved with the use of video, particularly YouTube videos since it is the largest producer of online videos. They can also build a range the most recent subjects or issues (Karkera & Chamundeshawari, 2018). They also do not get easily bored while studying thanks to Youtube, and they will also find it simpler to understand learning because they can watch the videos that are included in the recordings in addition to listening to the recordings. Additionally, YouTube may be the best solution for encouraging students to learn so that they do not feel under pressure while they are doing so. It might also prove to be a helpful tool for instructors trying to teach pupils in a way that doesn't make them feel under strain. According to studies employing quantitative descriptive methodologies, students were interested in accessing YouTube content for their English learning. The researcher came to the conclusion that using YouTube videos in the classroom was effective at improving students' listening comprehension based on some of the aforementioned literature. The researcher is prompted by this to investigate viewing and listening to YouTube videos. The researcher anticipates which the use of media by the school and the instructor will stimulate this strategy.

The following inquiries were aimed at in the study:

1. What are students' perceptions of improving listening from Youtube?
2. Is there any difference between grades 10, 11, and 12?
3. Is there any different perception between females and males using Youtube to improve their listening?

Research Method

A survey strategy is used in this study, as well as a descriptive quantitative approach. A survey method is a type of research that entails asking a series of questions to a sample or population of people who can explain their ideas, habits, traits, or perceptions. Also, this study aims to describe the actual circumstance that takes place. As a result, the researchers decided on a descriptive survey. Purposive sampling was done in selecting the subject of the study. The researcher selects students that utilize the educational program on YouTube application as a tool for their listening comprehension. The subjects of the study were 131 students from SMA Negeri 1 Parongpong in grades 10, 11, and 12.

The researcher creates a Google Form to use as an online survey for data collection. While using the WhatsApp messaging app to distribute the survey. The questionnaire being utilized is of the closed type, meaning that the response has already been predetermined. It uses a Likert Scale of 1 to 5, with the options "strongly disagree" to "strongly agree." 24 questions on the questionnaire dealt with the usage of English language learning videos on YouTube to enhance listening comprehension.

A questionnaire is the researcher's primary source. As part of the data collection process, students in grades 10, 11, and 12 at SMA Negeri 1 Parongpong will be given questionnaires. The researchers use SPSS to calculate and analyze data from the acquired questionnaire. Determine the percentage of respondents who chose strongly disagree, disagree, neutral, agree, or agree with a loud voice for each questionnaire item. To address the research problems, the findings are reported and interpreted. The researchers also look over the supplementary materials. Researchers then collect all of the accessible materials, including the primary and secondary sources, and draw a conclusion.

Result and Discussion

The researcher calculated the overall number of students who replied to each question after gathering the Excel data. The table below provides a summary of the data totals.

Table 1: An overview of the data collected

No.	Students' perception toward the use of Youtube English educational videos in improving listening comprehension
1	43% of students agreed the time used in watching YouTube videos affect and improve English listening skill especially in English class
2	50% of students agreed that the content on YouTube videos such as news, speeches, movies, and podcasts affect English listening skills
3	43% of students agreed to the use of YouTube affect students' pronunciation style and accuracy in their English listening skill
4	40% of students agreed to the regular learning activities through YouTube videos help students assessing learning outcomes
5	52% of students agreed that YouTube making an improvement in students' performance and understanding of English.
6	47% of students agreed that Youtube is a helpful and interesting instrument for learning English in the classroom
7	52% of students get some advantages in watching YouTube videos
8	41,1% of students agreed that YouTube simplify English lesson in the classroom

9	55,6% of students agreed to the use YouTube in having relevant to the English courses
10	51,1% a majority of students approved using YouTube as a more efficient form of learning than using slides in the classroom
11	45% the majority of students thought YouTube videos motivated them to talk more in class
12	51,1% of students agreed that it is a good idea to use YouTube videos to practice listening comprehension in class
13	55,6% of students think using Youtube increase listening comprehension
14	58,9% of participation of students increase through YouTube videos being used in the classroom
15	51,1% of students concurred that watching YouTube in class had a positive impact on their learning
16	54,4% of students concurred that watching YouTube during class makes it more interesting
17	44,4% of students stated that watching YouTube videos helped them feel more at ease while studying English
18	44,4% the use of YouTube helps pupils learn English by better capturing their attention, according to students
19	57,8% of students can finish their English tasks quicker with the help of YouTube
20	53,3% of students agreed that the content provide on Youtube easy to understand in the classroom
21	52,2% of students agreed that Youtube Videos in English online learning motivates students to use English in daily activity
22	50% of students agreed that Youtube enrich students' vocabulary knowledge
23	54,4% of students agreed that English skills can be strengthened by watching Youtube videos
24	47,8% many students find watching videos on YouTube to be fun and entertaining

55,6% of students, according to this student perception variable, believe that YouTube improves listening comprehension. Also, 50% of students said that YouTube content like news, lectures, movies, and podcasts has an impact on their capacity to hear English. Also, 43% of students felt that watching YouTube videos had enhanced their

overall and in-class listening comprehension of English. The phrase that comes before suggests that one tool for enhancing children's listening comprehension is YouTube. Students can benefit from using YouTube to learn, especially in the area of listening comprehension. Students can watch YouTube while studying English in class without feeling uncomfortable. They must be inspired to learn listening in the classroom if they are to do so.

The affective response, which is based on Table 4, shows the effects of using English educational films on YouTube on students' responses and how this improves their listening comprehension. This response focuses on the opinions of students in grades 10, 11, and 12 regarding the use of English educational videos on YouTube. Table 2 present the statistics of the categories for comparison.

Table 2: Descriptive statistics for comparing grades 10, 11, and 12

	N	Mean	Std. Deviation
Grade 10	37	81.32	9.635
Grade 11	67	83.49	11.208
Grade 12	27	87.63	8.692

According to Table 2, the mean scores for grades 10, 11, and 12 were, respectively, 81.32 for grade 10, 83.49 for grade 11, and 87.63 for grade 12. The responders from the three groups seemed to have nearly the same levels of listening comprehension, however grade 12 performed slightly better than grade 10 and grade 11. The descriptive one-way test was applied to the data to determine the significance of the difference between the mean scores from grades 10, 11, and 12. In Table 3, the outcomes of the descriptive one-way test are displayed.

Table 3: Descriptive Oneway test for grades 10, 11, and 12

	Levene Statistic	df1	df2	Sig
Based on Mean	.768	2	128	.466
Based on Median	.830	2	128	.438
Based on Median and with adjusted df	.830	2	120.851	.439
Based on trimmed mean	.923	2	128	.400

A statistical difference was not present, as shown in Table 3 in how the mean scores from grades 10, 11, and 12 were perceived. This is the case because the value exceeds the declared significance threshold. As there was no statistically significant difference between the three mean scores, the second null hypothesis—that there is no obvious difference between grades 10, 11, and 12—was verified.

Table 4: Data that describe both both male and female students

	N	Mean	Std. Deviation
Male	63	82.38	12.009
Female	68	84.99	8.693

The average marks achieved by male and female students are ($M = 82.38$) and ($M = 84.99$), respectively, according to Table 6. When it came to developing listening comprehension, both sets of students appeared to react in different ways, but the female the female students outperformed the male students somewhat. An independent samples t-test was used to compare the average scores of male and female students to see if there was a statistically significant difference. Table 5 presents the results of the t-test.

Table 5: Male and female student independent-samples t-tests

	Levene's test for Equality of Variances		T-test for equality of means	
	F	Sig.	t	Sig. (2-tailed)
Equal variances assumed	4.727	.032	-1.429	.155
Equal variances not assumed			-1.412	.161

Table 5 shows that there was no statistically significant difference between the mean and median scores of respondents in Grades 10, 11, and 12. The reason for this is because the value exceeds the intended importance. Because there was no statistically significant difference between the two mean scores, the second null hypothesis—that there is no statistically significant difference between students who are male and female—is accordingly supported.

We can infer from the data that allowing students to use YouTube can help them improve their listening comprehension. Because they feel at ease while learning and listening on YouTube, they may become more motivated to study English as a result of that application. The study's goal was to examine the following theories in a quantitative

environment: 1) The viewpoint about improving listening comprehension on YouTube is not significantly different for grades 10, 11, or 12. The outcome is a little bit different even if their English proficiency was not at the same level. 2) Using instructional films from YouTube, gender has no appreciable influence on listening skills. Further research that found that gender had no discernible impact on EFL learners' ability to learn English supports this claim (Iranmanesh et al., 2018). The outcome demonstrated that there was no gender-based difference in the significance of the student's learning outcomes. 3) In grades 10, 11, and 12, students can utilize YouTube as a learning tool to increase their listening comprehension. It should be mentioned that the research presented here involved 131 respondents, the majority of whom were from Indonesia, the area's home nation. Thus, we are unable to guarantee that the same outcomes would be obtained elsewhere.

Data analysis revealed that watching educational videos on YouTube improved students' listening comprehension. One of the finest ways to learn listening, with a number of benefits and advantages, is through educational videos on YouTube, regardless of the student's gender, age, or enrollment in a private or public school. The YouTube video's speaker's mimicry and gestures assist students who are listening to conversations (Shafwati, D., et.al. 2021). According to the respondents, YouTube is a program that can help individuals increase their listening comprehension. According to Yuyun, I., & Simamora, F.Y. (2021), Students will feel more at ease exercising their listening skills on YouTube because it makes listening fun for them. On top of that, the replies from the students show that they think educational films on YouTube are entertaining and interesting.

Conclusion

According to the findings of this study, watching English educational videos on YouTube improved students' listening comprehension, and that YouTube definitely aids students' understanding of English listening. According to the data, the majority of students believe that YouTube helps them improve their listening skills. Individuals may become more motivated to study English as a result of this application due to the ease with which they can use YouTube to study and listen.

Furthermore, students' perceptions of using YouTube English Educational Videos to improve listening comprehension among grades 10, 11, and 12 were statistically proven. There were no significant differences in their perceptions of the application as a learning tool that helps them improve their listening comprehension among grades 10, 11, and 12.

Finally, based on the data, it was determined that there is no statistically significant difference between male and female students. To summarize, using educational YouTube videos to improve listening comprehension provides students with a fun way to practice listening. It's amazing how they can improve listening comprehension. Students listening skills improved more quickly when they watched and listened to educational YouTube videos. Students also enjoy watching movies and listening to music, which enhances the learning environment. As a result, English educational videos on YouTube are highly recommended for teachers to consider using in their classroom or as a student assignment.

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